



Implementation of Moral and Religious Values in Early Childhood

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Abstract:

This research aims to implement moral and religious values in early childhood. By using qualitative descriptive method. The research target comes from educators and education personnel at KB Gemilang Bengkulu City by looking at the habituation carried out by students and educators in the classroom. Data collection techniques are taken from observation, documentation and interviews. Technical implementation is carried out 15-20 minutes every day before the start of educational activities (primary observation) through lecture methods (explaining concepts), playing, telling stories, singing, modeling, role play, and traveling with material covering religious values such as the introduction of God. The results obtained through these routine activities can foster moral and religious values in early childhood.

Keywords: Early Childhood, Moral, Religious

1. INTRODUCTION

In early childhood, at the beginning of each development, children aged 0-6 years have the ability to absorb information very well, therefore it is called the golden period. In this golden period, it is best to take advantage of children's opportunities to explore and learn various positive things to prepare them to grow up. At this time, the physical and psychological functions provided by the environment are also mature to attract stimulus responses (Jazilurrahman et al., 2022). Early childhood is also referred to as the wealth of the nation, because they are the next generation of the nation who are able to lead the nation (Juhriati & Rahmi, 2022). Providing a place for education from an early age is the right choice to shape children and their character and mindset from an early age. Indonesian education organizes a curriculum that includes school learning to develop students in knowledge, attitudes and skills (Aulia et al., 2019).

Children are the next generation of families and nations (Sugiarto, 2021). Like the next generation of the nation, every child must receive a good education

so that their potential can develop quickly, grow into a person with a strong personality and versatile skills and abilities (Wadu et al., 2021). Therefore, it is important for parents and educational institutions to be involved and responsible in providing various incentives and proper guidance to achieve strong offspring.

Negative phenomena often surface as a spectacle in everyday life. Through print and electronic media, cases were found where toddlers began to imitate hate speech, speak harshly, like to imitate scenes of violence and even adult behavior that should not be done by children. This condition is certainly quite reasonable considering that at this stage, according to experts, children aged 0-6 years are in the imitation stage (Howe et al., 2018). Therefore, all events that happen to children and their environment are quickly absorbed and become a habit. If the phenomena that children see are usually negative, then the tendency for children to behave deviantly is increasingly prominent. This condition certainly should not arise in early childhood education, considering that children and the world should be fun for self-development, where most of the time should be spent learning through various games in the environment. to the environment (Wagner et al., 2020).

This nation must be based on strong religious values and standards so that it is not easily influenced and has a filter when other countries' influences enter. To create strong values and norms, this must be done early (Fauziddin, 2016). Therefore, this study of the application of moral and religious values in early childhood informs efforts to encourage behavior as indicated in the development of national education goals. In addition, this study also investigates the various competencies needed by teachers to create

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moral and religious values in other early childhood education. This is based on the idea that to guide learning in early childhood education, a teacher's ability to instill moral and religious values in early childhood is a requirement that should not be ignored. The next important thing that should not be forgotten is that early childhood (0-6 years) is often called the golden age, because at this time children have different skills that grow and develop very quickly (Yang, 2019). Providing the right stimulus and opportunity at this time greatly affects the child and the process of growth and development later, and vice versa if the surrounding environment such as family, school and society does not provide the right stimulus for the development of moral and religious values, then arise immoral behavior and attitudes that are contrary to the norms. leave the newly emerging religion.

2. MATERIAL AND METHOD

This research uses a qualitative descriptive method in preparing the results that find the attitude of children's Religious and Moral values This research is designed to be able to describe the results of the findings from the implementation of Moral and Religious Values in Early Childhood. The research target comes from educators and education personnel at KB Gemilang Bengkulu City by looking at the habituation carried out by students and educators when carrying out learning activities and filling out instruments. Using observation, documentation and interviews as data collection techniques. Data collection in this study uses the results of interviews, observations, and documentation, the results of interviews and documentation will be given a code to make it easier to categorize the data. The codes are Interview Notes (CW), Observation Notes (CO) and Documentation Notes (CD).

3. RESULT AND DISCUSSION

3.1 Moral Theory

The definition of morality according to Platt et al. (2018) is a measure of the good and bad of a person, as a person, as a member of society, and as a citizen. Meanwhile, moral education is education to make children moral and humane. Meanwhile, according to Kiranti et al. (2021), morality is the principle of good and bad that exists and is specifically owned by an individual. Although morality is within the individual, morality is in a system in the form of rules. There is a slight difference between morality and morality because morality is the principle of good and

bad, while morality is the nature of considering good and bad. Thus, the essence and meaning of morality can be seen from how moral individuals follow and apply the rules.

Kipke & R  ther (2019) opinion is more suitable for use in child development and character. This view is known as character education or character education to shape children and their character. In this case, it refers to the philosophical thinking of Michael Novak who believes that personality and character are formed through three aspects namely moral knowledge, moral feelings, and moral behavior which are interconnected and interconnected. He argues that child development and character/attitude can be done through three frameworks, namely moral concepts (moral knowledge), moral attitudes (moral feeling), and moral behavior (moral behavior).

Thus, the results of child development and character attitudes can be seen from three points of view, namely moral concepts, moral attitudes, and moral behavior. Cognitive thinking can be used to shape children and character to have good character. Therefore, the material must touch three aspects of the theory Sverdlik & Rechter (2019), as follows. The concept of morality (moral knowledge) includes moral awareness, knowledge of moral values, expectations (perspective Speech), moral reasoning, decision and self-knowledge. Moral attitudes include conscience, self-confidence, empathy, love, self-control, and humility and modesty. Moral behavior includes ability (adaptation), will and habits. Based on the explanation above, it can be concluded that the definition of morals/morality is a requirement for good behavior possessed by an individual as morality reflected in thoughts/concepts, attitudes and behavior. And this moral development is very important for kindergarten children.

3.2 Kindergarten Model of Moral Orientation

Children in their infancy and kindergarten already have a model of morality that must be seen and learned in order to develop their own morality. Moral orientation is identified with moral position or definition, which is something that a person has regarding moral values based on cognitive aspect motivation and affective aspect motivation. According to Garrigan et al. (2018), the stages of personality and moral development pass through 3 (three) stages, namely pre-moral, conventional, and autonomous.

Kindergarten is theoretically in grades one and two. Therefore, teachers are expected to pay attention to both features of the stages of moral development. At the same time, according to Piaget, a person goes through heteronomous and autonomous stages in their moral development. PAUD teachers should pay attention to the heteronomous stage, because at this stage children are still very unstable, easily carried away and easily influenced. They need constant guidance, training and acclimatization. The morals and development of kindergarten children in the world order of their lives can be seen in their attitudes and ways of relating to others (socialization), in their clothing and appearance, and in their attitudes and eating habits. Likewise, children's attitudes and behaviors can facilitate their relationships with others (Abbasi-Asl & Hashemi, 2019).

Kindergarten moral development can be done in various ways and should use individual, persuasive, democratic, exemplary, informal and religious approaches. Some of the programs implemented in kindergarten to introduce and develop children's moral behavior include storytelling, role playing, singing nursery rhymes and other habituation programs. Kindergarten moral and ethical development can be directed towards the introduction of children and their personal lives in relation to others (Sunar, 2018). For example, introducing and appreciating differences in the child's living environment, introducing others to gender roles and developing children's awareness of their rights and responsibilities. The expected culmination of kindergarten Moral development goals is the affective skills of the child and himself, or the most important skills to react to other people and new experiences and show differences in the lives of friends around him. Character formation, personality and social development are very important for kindergarten moral development. Kindergarten teachers must acquire strategies for the emotional, social, moral and religious development of kindergarten children. In addition, kindergarten teachers should constantly research developments and innovations in the field of preschool education.

3.3 Childhood Stages and Moral Development

Beginning of all Steps/Patterns The child's stages and moral development include the stages of the human psyche in which moral values are developed for oneself, personified and developed with principles in

personal formation and in obeying, taking, responding or acting on choices of moral values. According to Piaget, children think about morality in two ways. namely the heteronomous way (ages 4-7 years), where children view justice and rules as unchanging properties of the world (environment) and free from human control and the autonomous way (ages 10 years and over), where children already understand that rules and laws are created by humans. McAdams & Mayukha (2023) is the moral development of preschool children at the most basic level, i.e. pre-conventional moral reasoning. At this level children do not yet show the development of moral values. Their moral opinions are based on physical and hedonistic consequences. There are 4 (four) areas of development that require development. in the context of preschool development or educational activities, namely in the context of physical, social, emotional, cognitive, and language development.

3.4 The Essence, Principles and Forms of Initial Activities For Moral Development

3.4.1 The Essence, Principles and Forms of Initial Activities For Moral Development

The development of internal moral values in kindergarten education programs is included in the field of behavior formation, which is a continuous activity that exists in the daily life of kindergarten children, so that these aspects of development develop optimally. The purpose of developing moral values is done through habituation, so that children as early as possible form attitudes and behaviors based on moral values, so that they can live according to the standards that apply in society. Developing these moral values helps achieve several things:

- a. So that children and their attitudes are based on moral values, so that children can live in accordance with the values of society;
- b. We help children grow into mature and independent individuals
- c. To teach children to distinguish between good and bad attitudes and behaviors so that they consciously try to avoid shameful actions.

3.4.2 Principles of building AUD morality

In implementing the program. In shaping behavior through habituation, the following principles must be observed:

- a. The teacher creates a good and friendly relationship, so that the child does not have the impression that the teacher is a frightening figure.
- b. Teachers always act and behave in such a way that they can be used as an example for children.
- c. Provide opportunities for children to excel and choose which behaviors are allowed and not. The teacher as a guide only directs and explains the consequences.
- d. When giving tasks to children, make sure it is in the form of invitations and orders with good language.
- e. In order for children to behave as expected, teachers provide stimulation (motivation), not coercion.
- f. If there are children who behave excessively, the teacher should try to control their emotions.
- g. In the case of children with problematic behavior, the teacher's role is to guide rather than punish.
- h. The implementation of the behavior design program is flexible.

3.4.3 Form of Developmental Activity

Moral values in early childhood education to achieve success. The development and personality of children colored by religious values must be supported by the exemplary elements of parents and teachers. For this reason, teachers can develop learning strategies in the form of activities to implement planned, routine, spontaneous and exemplary activities.

- a. Programmed activities with religious value are developed with a specific plan during a certain time to meet the needs of children individually, in groups and / or classically both inside and outside the classroom.
- b. Non-programmed religious guidance activities can be carried out as follows:
 1. Routine functions are functions of planned things such as: prayer, special meetings, regularity, personal hygiene and health.
 2. Spontaneous activities are activities that are not planned during special events, for example: formulating greeting behavior, throwing garbage in its place, queuing, resolving disputes, and others.
 3. Exemplary activities are activities that occur in the form of daily behavior, for

example: praying, dressing well, speaking well, asking for help, praising the goodness and/or success of others, being patient, and others. In addition, the development of religious values must be carried out through integrated activities and special activities. Integrated activities are in the form of material development of religious values as outlined through the development of basic skills. While special activities are activity programs whose implementation is not included or should not be associated with the development of basic skills in other fields, so they require special time and processes.

Subject matter for the development of religious values in early childhood. In the process of training and developing children's religious values in kindergarten, the content of educational materials must be:

- a. Applicable: the learning materials used are related to the child and daily routine activities and are really necessary for the child's interests and activities, as well as for what the child can do in his life.
- b. Fun: the purpose of the teaching materials and teaching materials chosen is to make children happy, enjoy and want to be with them. Enthusiastic. Easy to imitate: the materials presented can be practiced according to the physical ability and external character of the child.

There are several basic principles that can be used to deliver religious value development materials to kindergarten children, including:

- a. Emphasize children and daily activities
- b. The importance of role modeling from the environment and children and parents/family in accordance with the spiral curriculum
- c. Principles of developmentally appropriate practice (DAP)/child and developmentally appropriate learning
- d. Principles of child development psychology
- e. Principle of regular supervision
- f. Methods and approaches for developing religious values: The development of essentially valuable religious values in children is the introduction of religious values and their

development in order to become a habit in the future. Therefore, PAUD teachers are required to have professional and extensive knowledge, especially in the selection and determination of effective and efficient methods. In this way, the teaching and learning process takes place quickly, without depriving children of their right to play; that is, the work mode takes place in an open and pleasant atmosphere.

There are several ways to develop religious values in children, including:

1. Play

Play can also be used as a means of developing religious values; for example, the word role to abstract the role of Prophet Ibrahim As. When teaching the polytheists to seek God, it begins by presenting or simulating celestial objects that can develop social values, moral values, historical values or religious values, and others.

2. Way of departure

In Islamic education, tourism is called Tadabur Alam. This field trip method can also be used as a means of implementing the entire kindergarten program.

3. Presentation method

In developing religious values, teachers can use this method to explain the thahara (ablution) method, prayer habits, eating manners, and others.

4. A storytelling method

One of the favorite activities of children is listening to stories. Through stories, teachers can apply religious values to children. The stories presented should be related to the child's world so that they are more interested in listening. When telling stories, teachers should be able to dramatize stories that are different from stories that children should imitate. The form of the story should not be dominated by fairy tales, but the story should also be the story of the prophets and apostles with their miracles. It would be even better if the teacher explains stories related to the lives of the prophets and God and the apostles when they were young. Such as Prophet Yusuf AS, Prophet Ibrahim, Prophet Muhammad SAW and so on.

5. Uswah hasanah method

In Islam, Uswah Hasanah is the main and first method, especially for instilling values and good behavior in children. The cultivation of religious values is more specific, because children tend to imitate the behavior of the teacher.

This research is in accordance with previous research written by a thesis written by Liza Desinta, a student of UIN Raden Intan Lampung in 2016 entitled The Storytelling Method in Improving Religious Morals of Early Childhood in Group B at Al-Ulya Rajabasah Kindergarten Bandar Lampung, the research aims to develop religious values and religious morals in the kindergarten, therefore in this study children can be seen the development of morals and religion so that it can be known what has not covered the values, so in this study the title is taken about morals and religion.

The limitation of this research is how the method or methods used in implementing moral and religious values in early childhood at KB Gemilang Bengkulu City.

4 CONCLUSION

The development of religious and moral values in the Early Childhood Education (ECE) Program is related to the field of behavior formation that is carried out continuously and is present in the daily life of ECE children. The purpose of value development/behavior formation is to prepare children as early as possible to develop attitudes and behaviors based on religious and moral values, so that they can live in accordance with the norms prevailing in society. The formation of such behavior achieves several things: the formation of attitudes and behaviors based on religious and moral values, so that children can live in accordance with community values, helping children grow into mature and independent individuals; building good character; education of children can distinguish between good and bad attitudes and behaviors, so that they consciously try to avoid reprehensible actions as a means of creating an organized, active and attentive learning situation for children. Teaching children to love a clean and healthy environment. daily life. The development of moral and religious values through the process of knowing good, thinking good, loving and knowing good, and doing good, which is a process that involves cognitive, emotional and physical aspects, which embodies the value of honesty. Such noble morals can be formed into habits of mind, heart and hands. Technical implementation of the development of moral and religious values of children in

kindergarten is officially implemented 15-20 minutes every day before the start of educational activities (primary observation) in the form of activities in the form of methods as follows: Through lectures. (explaining concepts), through games, storytelling, singing, modeling, role play, traveling etc. According to the form of activities carried out through routine, spontaneous, exemplary and programmed activities. Fostering religious values in children includes introducing God, worshiping Him and encouraging good morals.

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